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EFFECT OF ANXIETY LEVELS OF B.ED. STUDENTS ON ACADEMIC PERFORMANCE

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ABSTRACT

In the present study on attempt has been made to identify the (i) relationship between academic performance and anxiety levels of B.Ed. students (ii)the influence of gender on the levels of anxiety (iii) the influence of anxiety test on academic performance, it was concluded that there is low positive correlation between academic performance and anxiety levels of students; male and female students differ in their anxiety levels; the academic performance of students on the anxiety test day differs from that of the academic performance on the same subjects on the non- test day.

KEYWORDS: anxiety, academics performance, students.

Introduction
It is fact that a nation's progress depends upon its students' academic achievements and development. That's why every nation emphasizes students' academic achievements. The academic achievements of the students are badly affected due to increase in anxiety in the society. There is no denying to the fact that anxiety has increased in the society it not only affects education but also students 'personalities which linger throughout their lives.

Today, anxiety is a common phenomenon of everyday's life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Generally, anxiety can either be a trait anxiety or a state anxiety. Trait anxiety is a stable characteristic or trait of the person. State anxiety is one which is aroused by some temporary condition of the environment such as examination, accident, punishment etc.

We are living in the "age of anxiety". Anxiety is the general feeling that all is not well. This state of helpless apprehension may be restricted to a limited number of environmental setting or it may be generalized all in a form that has been described as free floating anxiety. in the modern society it is not possible to prevent the development of certain minimum level of anxiety.

Anxiety manifestations are widespread. There are situation in educational and social psychology where accurate assessment of anxiety level is of prime importance.

Sarason (1980) defined anxiety as a conditioned response to a perceived threatening stimulus which could be learned or inherited.

Benjamin (1987) noted that anxiety can interface with attention, learning and testing. The idea that anxiety may interface with a student's ability to demonstrate what they have learned is not new. Anxiety can also interface with learning in that anxious students are more easily distracted by irrelevant or incidental aspects of the task at hand, having trouble in focusing on significant detail.

Anxiety has been recognized as a important factor that influence the process learning, Anxiety has commonly been found to interfere with performance in school. The influence of anxiety will not always be debilitating but may vary with particular features of the task to be performed.

Review of Related Literature
Mannel (1982)anxiety related tension(measured by examination fear and test anxiety) had a negative influence on academic performance. General anxiety did not show any impact on academic performance.

Ormord (2000) has view about the relationship between anxiety and academic achievements is that anxiety and academic achievements has been a difficult relationship to clearly elucidate. Academic achievements are related scholastic aptitude, it seems reasonable to suggest that more able students can spend their time in more non-academic activities.

Hawkins (1995) revealed that females are more anxious, in general, and females with less social support reported more anxiety. Males' anxiety was not related to social support.

Masson, Hoyois, Pcadot, Nahama, Petit and Ansseau (2004) found that high school students with high test–anxiety had a poor school performance.

Eysenck (2001) found that test-anxiety creates irrelevant thoughts, preoccupation, and decreased attention and concentration thus, leads to academic difficulties. When attention and concentration are impaired, this will disrupt memory and as a consequence will lead to low academic achievement (Chen, Li, 2000 and Sanders, 2001, cited in Needham, 2006)

Thus, review of related litrature reveals that anxiety levels affect the academic performance, perception, interaction and evaluation procedures. the review further, shows that anxiety levels change with gender and influence the personality,

objectives
1 To study the relation between academic performance and the anxiety levels of the students.

2 To find the influence of gender on the levels of anxiety.

3 To study the influence of anxiety test on academic performance of students in I semester & II semester.

Hypotheses
1 There is no relation between academic performance and anxiety levels of the students.

2 There is no significant difference between male and female students in their anxiety levels.

3 There is no significant difference between academic performance of students in I semester on anxiety test day and the same subjects of the II semester on the non- test day.

Sample
The present sample consists of 11 male and 12 female students of B.Ed studying in the Baba Nehal Singh College of Education, Muktsar, Punjab.

Research Tools
The IPAT Anxiety scale published in 1976 is used for the study. It consists of 40 anxiety items. The average validity of the test is 0.90 while the reliability established by Kunder- Richardson- 20 method is 0.69.

the researcher administered the questionnaire personally to the students while taking the university examination. In all 24 students appeared for the examination.

Scoring and coding
The questionnaire were given codes 1, 2, 3, and so on. The questionnaire was easily scored, in about a minute, using a standard key that fits over the test booklet. They were scored according to the guidelines given in the manual. A single total anxiety scores based on all the 40 items was obtain by adding 2's and 1's for each answer.

Table-1: Anxiety (sten) Scores and the Academic Performance (marks).

S. No.	Anxiety (sten) score	Marks I Sem	Marks II Sem	Rank (R_1)	Rank (R_2)	Diff.of Ranks (D)	Square Of the Diff.(D^2)
1	7	66	60	13	8	5	25
2	9	68	73	1.5	5.5	4	16
3	8	61	73	6	14	8	64
4	8	53	60	6	20	14	196
5	7	55	67	13	19	6	36
6	6	59	67	18.5	18	0.5	0.25
7	8	61	68	6	14	8	64
8	8	72	59	6	2	4	16
9	7	60	64	13	16.5	3.5	12.25
10	8	70	53	6	3.5	2.5	6.25
11	9	66	66	1.5	8	6.5	42.25
12	5	64	64	21	11	10	100
13	8	66	60	6	8	2	4
14	6	60	64	18.5	16.5	2	4
15	7	62	76	13	12	1	1
16	6	65	74	18.5	10	8.5	72.25
17	7	51	73	13	21	8	64
18	6	70	61	18.5	3.5	15	225
19	8	68	69	6	5.5	0.5	0.25
20	7	74	65	13	1	12	144
21	7	61	71	13	2	11	121
22	8	68	65	6	14	8	64
23	9	66	71	6	1	5	25

The total anxiety score is by far the most important one and will in almost all cases be the only depended upon. The total anxiety raw scores were converted to sten scores from the standard tables given in the IPAT Anxiety Scale Manual. the raw score were converted to sten scores for the purpose of the interpretation (1,2 or 3 - low anxiety, 4, 5, 6 or 7- average level 8, 9 or 10- high anxiety). The researcher collected the data pertaining to the academic performance in the university examination, from the college office for the subjects tested on the examination day of I semester and the same subject of the II semester. After analyze the data the computed co-efficient of correlation is 0.35 it show that the computed value of coefficient correlation is low as compared to the table value of 0.4329 at 0.05 significant levels for 23 degree of freedom. The computed value of 0.35 is not significant. Hence it shows that there is no relation between the academic performance and the anxiety levels of the student is accepted. Thus it can be inferred that there is positive correlation between academic performance and the anxiety levels of the students.

Table-2: Comparison of Gender & Levels of Anxiety Anxiety.

	Average		High			
Male	A	4	B	7	A+B	11
Female	C	7	D	5	C+D	12
	A+C	11	B+D	12	N	23

$$X_1^2 = N\,(AD-BC-N/2)^2\,\%\,(A+B)(C+D)(A+C)(B+D)$$

$$X_1^2 = 2.16$$

The obtained value x^2 is 2.16. the obtained value is les than the table value. Hence the x^2 value is not significant and the null hypothesis there is no significance different between the male and female students in their anxiety levels is accepted.

Table-3: Academic Performance in I Semester and II Semester.

S.No.	I Sem.	II Sem.	$X1^2$	$X2^2$
1	66	60	4356	3600
2	68	73	4624	5329
3	61	60	3721	3600
4	53	67	2809	4489
5	55	67	3025	4489
6	59	68	3481	4624
7	61	59	3721	3481
8	72	64	5184	4096
9	60	53	3600	2809
10	70	66	4900	4356
11	66	64	4356	4096
12	64	76	4096	5776
13	60	74	3600	5476
14	62	73	3844	5329
15	65	61	4225	3721
16	51	69	2601	4761
17	70	65	4900	4225
18	68	71	4624	5041
19	74	65	5476	4225
20	61	65	3721	4225
21	66	61	4356	3721
22	61	62	3721	3844
23	64	60	4096	3600

The t-value obtained is 1.29. The table value is 2.021 at 0.05 significant levels. the obtained value is less than the t-value. hence the null hypothesis is accepted.

Conclusions

Based on the testing of hypothesis it can be concluded as follows;

1. There is low positive correlation between academic performance and anxiety levels of students. The variables academic performance and anxiety are closely related to each other. As the anxiety level is increases so also the academic performance increases, This is true in situations where the students possess high achievement motivation,

2. Male and female students differ in their anxiety levels. Thus, the gender influences the anxiety levels.

3. The academic performance of students on the anxiety test day differ from that of the academic performance on the same subjects on the non test day. The means score of academic performance on test and non-test days are 63.34 and 65.34 respectively. The Means difference is very little and it is not significant, it shows that academic performance is less on a test day than that of the non-test day.

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